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you must put in, how much brass, how much tin, and how much iron, so as to make the whole crown weigh sixty minae. (Answer: Gold  $30\frac{1}{2}$ , brass  $9\frac{1}{2}$ , tin  $14\frac{1}{2}$ , iron  $5\frac{1}{2}$ .)

Arise Work-women it is past dawn; a fifth part of three-eighths of what remains is gone by. (Answer 36-45 of an hour had gone by.)

A give me ten minas and I become three times as much as you. B and if I get the same from you I am five times as much as you. (Answer—A = 15 5-7 B = 18 4-7.)

### DEVELOPING SCHOOL SPIRIT AND CORRECT ATTITUDE AT TARBORO

By JOHN M. SHIELDS

THE TARBORO Graded School is giving every encouragement to scholastic achievement, but it is placing even more emphasis upon the development of school spirit and correct attitudes. The school believes that by stimulating school spirit and proper habits of thought and action on the part of the pupils toward their work, conduct, fellow-students, and their teachers, it will lay the surest foundation for high achievement in scholarship. It believes that spirit and principle are primary; knowledge, secondary; for the constant presence of spirit and principle will inevitably react on the pupil in such a way that he will voluntarily acquire whatever knowledge may be necessary for his success. On the other hand knowledge without spirit and principle is worthless. I shall mention a few of the methods and devices the school is using to achieve its objects.

In order to encourage the right attitude toward the habits of punctuality and attendance, the school has been giving a half holiday each month to every class that has no tardies and not over  $2\frac{1}{2}\%$  absences for that month. This plan resulted last year in reducing tardies from 130 for September to 15 for March.

A healthy and stimulating rivalry among the grades has been developed in various ways. From time to time spelling and reading contests have been held. In these contests representatives from the primary grades were pitted against each other, then similar matches were held for the grammar grades, and spelling matches were given for the high school classes. A pronouncing match between two of the high school grades is now under preparation. Practically all of the classes above the primary grades have elected class officers and adopted mottoes. Several of the grades have their own class songs, written by the pupils with the assistance

of their teachers. These songs are always sung with zest and enthusiasm. Whenever the pupils are called upon to sell tickets for an athletic contest or some entertainment, class rivalry is fostered by offering a prize to the banner grade. One section of the second grade sold tickets valued at \$33.00 for the University Glee Club concert, and the ninth grade took in \$69.75 for a local play last month.

Probably the best plan used to stimulate class and school spirit is that of having each class keep written records of the creditable and discreditable things done by its members. In the credit column are placed such items as these: Five pupils get on honor roll for month; two pupils make triangular debate; four boys enter declamation contest; class raises funds to buy picture; member of class voluntarily remains after school to do typewriting for teacher. The debit column contains entries of this character: Class takes little pride in keeping room neat; three pupils failed on their work; two pupils were tardy; one pupil threw paper on school grounds; seven pupils were punished for misconduct. The class making the best record under this system will be awarded a prize at the end of the year.

The school uses monthly report forms designed as a means of fostering both high scholarship and commendable attitudes. In lieu of the old-fashioned report card indicating the standing of pupils by marks separate sheets are used for comments on scholarship and conduct. On the scholarship sheet the teacher classifies the pupil as "average," "slightly above average," "considerably above average," "slightly below average" or "considerably below average." She then writes, in space provided below, comments on the pupil's work, pointing out both his strong and weak points. The sheet for conduct is used by the teacher to commend the pupil for his admirable attitude, school loyalty, etc., or to call attention to certain undesirable traits and propensities. At the end of each term, cards containing the pupil's actual grades or marks are sent out.

The honor roll form used by the school is also intended to stimulate the best there is in the pupil. Scholarship, attendance, and punctuality are not made the sole requisites for getting on the roll of honor. It is the policy of the Tarboro Schools to "give honor to whom honor is due" and to recognize the merits of pupils who do their best. In keeping with this policy, pupils who manifest outstanding qualities, whether of scholarship, leadership, or school loyalty, are recommended for the honor roll. The following are typical examples: Mary Denson—high scholarship, perfect attendance and punctuality, commendable atti-

tude, loyalty to class and school. James Dawson—manly conduct, dependability, earnest effort, outstanding leadership in various school activities.

In order to foster and express sentiments of loyalty and love for the school, the pupils were recently urged to write a school song. A prize of \$5.00 was offered. Two boys in the ninth grade won the prize by submitting a highly commendable song entitled, "The Blue and the Gold."

Individual initiative is encouraged and stimulated at all times. To this end the senior class has been given the privilege of self-government, which has proved successful. The High School Council, composed of one boy and one girl elected by each class, is another means of fostering individual initiative. This meets with the principal from time to time. The meetings are informal, and the pupils are encouraged to offer any suggestion that might help their class or school. Many valuable suggestions have been given, and what is more important, the students are made to feel a sense of responsibility for the success of a business about which they are consulted. As evidence of this our Council has offered a large school banner to the class making the highest score on the following points:

1. School spirit—including attitudes and active membership in school organizations—40.
2. Scholarship, including attendance, punctuality, application, and representation on honor roll—40.
3. Appearance of room—including plants, decorations and neatness—40.

These are some of the ways in which the Tarboro Graded School is trying to solve the great problems of education in its broadest sense. The results so far seem to justify the means employed.

#### DR. HOLL COMES TO N. C. COLLEGE FOR WOMEN

**D**R. ROY C. HOLL, who finished the work for his doctorate at Harvard last year, has been secured as Principal of the Training School of the North Carolina College for Women. Dr. Holl's dissertation was on the subject, "Vocational Education in Secondary Schools." Dr. Holl has had a very successful experience, as Superintendent of the Williamsport, Ind., Schools; Principal of the Junior High School, Tuscon, Ariz; Professor of Education, Central College, Missouri; and Inspector of High Schools in Alabama. Practical school men of North Carolina will be glad to welcome him as a valuable accession to the teaching profession of the Tar Heel State.

## AN ADEQUATE SYSTEM OF RECORDS

By R. W. CARVER

Superintendent of Schools, Hickory, N. C.

**S**TRICT RECORD keeping is one of the most important and essential features of efficient high school administration. It has been too easy to neglect, and claims a little more energy than many wish to exhibit.

Every year there are hundreds of students who wish to enter college, and a large number who change from one high school to another. This year there are in the local high school eight pupils who last year attended elsewhere in the state. The high school principal has just informed me his efforts to get complete records for these pupils have in each case failed, and he has made repeated efforts. In two instances he was able to secure a report card containing grades for last year. For some a statement of attendance was the only thing procurable, while a few schools failed to reply at all.

Colleges require applicants to present high school credits, and such credits must be accompanied by information which gives the subjects taken, authors, amount completed, length of school year, length of time subject is pursued, length of recitation periods, final grades and the amount of credit allowed in the form of units.

Pupils who wish to enter a high school with advanced standing, with the expectation of later attending college, are sorely handicapped by present practice. The student, if entering a high school which adheres to requirements must necessarily stand examinations on subjects he claims to have had. Either that or he enters on faith plus the memory of the pupil. If the pupil has to take examinations when changing high schools, the high school from which he came is doing him a great injustice. If he is taken on faith the school which he is entering is committing suicide by slow degrees.

How many high schools do you suppose keep records which avoid both the above named evils, and admit a student to college with a complete and accurate transcript? How many do you think are taking the faith cure so far as records are concerned, thereby causing our higher institutions to figuratively drag through by the nose or drop students who enter but suffer from lack of preparation?

The ordinary high school register sheet is a cumbersome affair and very impractical. It multiplies the labor several times, and at the end of the four years much valuable time is spent in corralling the sheets and getting the information in usable form. In schools which still hold to the semi-grade plan, allowing the students